

COURSE STRUCTURE OF MASTER OF RURAL STUDIES (MRS) UNDER NEP 2020 FROM 2026-27

Ordinance

The 2 years PG degree course in Rural Studies under NEP 2020 offered by the Department of Rural Studies (PCK) is of total **80 Credits = 2000** marks. The students with 4 years NEP UG degree can join 1 year PG degree in Rural Studies which of 2 Semesters (3rd and 4th Semesters) and the total credit of the course is 40 credits = 1000 marks.

The students who have completed 3 or 4 years UG degree under NEP-2020 can pursue both 1 year PG diploma and 2 years PG degree as per their choice. For 1 year PG diploma, the total credit of the course is 40 credits = 1000 marks and for 2 years PG degree, it is of 80 Credits = 2000 marks.

In the 2nd Semester of Master of Rural Studies there are 2 options. The student can exit with PG Diploma or Continue for PG Degree. There is separate syllabus for PG Diploma in the 2nd Semester of Master of Rural Studies.

The **evaluation process** is divided into **two parts**. The first part consists of Internal Evaluation (IE) and the second part consists of the Semester End Examination. The division of marks between the two shall be as per the University rules. The evaluation process shall follow the norm that the faculty, who teaches the course, shall conduct the Internal Evaluation (IE). The concerned faculty shall be accountable for transparency and reliability of the entire evaluation of the student in the concerned Course.

Each theoretical paper, carrying 4 credits or **100 marks**, will be examined through internal assessment and final semester end examination in the ratio **20:80**. Internal assessment will be based on specific predetermined objective criteria (like written test, assignment etc.). There shall be at least two internal assessment tests in each theoretical group. Final examination will be based on the question paper set by the internal teachers. Moderation will be done by both external and internal moderators. Internal teachers will examine the answer scripts.

Papers having practical part will be evaluated as per rules of practical examinations in the University. Preparation of the project report will be carried by the students under the guidance of the concerned faculty member of the department. Each student will prepare and submit project report and give a presentation and viva-voce before the board of examiners comprising all the faculty members of the department.

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Evaluation of the internship: After the end of 3rd semester's final examination, students will go for internship for **one month** and it will carry 4 credits or **100 marks**. Students will be placed in any GO/VOs/NGOs/Corporate bodies for practical orientation. Each student has to submit a report on the basis of this placement. The marks allotted in this report are 50. Another confidential report will be taken from the concerned authority of the GO/VO/NGO/Corporate body, where these students would be placed, regarding the activities, aptitude and behaviour of the students. Rest **50 marks** will be given on the basis of the viva-voce examination to be taken by faculty members of the department.

Evaluation of Dissertation paper: each student will be allotted specific supervisor from among the faculty members of the department. **120 marks** are on the basis of the written dissertation to be submitted by the student and it will be examined by the concerned supervisor and faculty members. **80 marks** are on the seminar presentation by the student on the dissertation paper submitted by him followed by the viva-voce to be taken by a board of examiners comprising all the faculty members of the department.

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(MRS) - Semester -I

Name of The Course	Course Code	Credits	Marks
Planning theories and practices	RS-401	4	100
Natural Resource Management	RS-402	4	100
Agricultural Marketing	RS-403	4	100
Philosophy of Social Sciences & Indian Knowledge system	RS-404	4	100
Data Analysis and Computer Application	RS-405	4	100
Total		20	500

MRS-- Semester -II (Exit with PG Diploma)

Names of The Courses	Course Code	Credits	Marks
Statistical Techniques for Rural Studies	RS-406	4	100
Gender and Development	RS-407	4	100
Sustainable Development: theory and Approaches	RS-408	4	100
Quantitative and qualitative Research Methods	RS-409	4	100
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Labour Economics	RS-410	4	100
Total		20	500

MRS-- Semester -II (Continue for PG Degree)

Names of The Course	Course Code	Credits	Mark
Statistical Techniques for Rural Studies	RS-406	4	100
Gender Studies	RS-501	4	100
Sustainable Development and Practices	RS-502	4	100
Research Methodology	RS-503	4	100
Rural Labour studies	RS-504	4	100
Total		20	500

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MRS - Semester -III

Names of The Course	Course Code	Credits	Marks
Rural Economic Development	RS-505	4	100
Advanced Statistical Techniques for rural studies	RS-506	4	100
Behavioural Public Choice for Rural Studies	RS-507	4	100
Rural Financial Management	RS-508	4	100
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Political Sociology	RS-509	4	100
Total		20	500

MRS - Semester -IV

Name of The Courses	Course Code	Credits	Marks
Field Based Dissertation	RS 510	8	200
Project Work	RS 510	4	100
Extension Education for Rural Development	RS 510	4	100
One Month Internship	RS 510	4	100
Total		20	500

Total for one Year (Two Semesters) PG Diploma =40 Credits=1000 Marks

Total for one Year (Two Semesters) PG Degree =40 Credits=1000 Marks

Total for Two Years (Four Semesters) PG Degree =80 Credits=2000 Marks

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**DETAILED SYLLABUS OF COURSES of MRS -NEP 2020 (From
2026-27)**

❖ (MRS) - NEP Semester -I

(I). Planning theories and practices - RS-401

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

Aims and objectives of this course is to impart training on rural planning processes in similar lines that are taught in different institutes on Urban planning process There is dearth of academic materials regarding rural planning that have acclaimed scientific basis. This course is an endeavor to give students taste of different urban and regional planning theories and models that can well be adapted in different levels of rural planning in India along with their broad inter-relationships and components of settlements

1. Definition of planning; the necessity and rationale of planning; the characteristics of planning. The planning process; Normative planning, positive planning and ameliorative planning. Planning and globalization; Basic issues in planning - aspirations, goals and targets importance Principal decisions in Planning - setting priorities, resource mobilization, savings and capital formation, role of external assistance.
2. Models of Planning: Pluralism in Planning; Systems. Approach to Planning: Rationalistic and Incremental Approaches, Mixed Scanning, Advocacy Planning and Action Planning, Equity Planning, disjointed incremental, structure planning; blue print planning; process or adaptive planning; rational -comprehensive planning; mixed scanning approach; Choice theory and advocacy planning.
3. Types of Plans: Master Plan, Development Plan, Structure Plan, Strategic Plan, Sectoral Plan, Zonal Plan, Local Area Plan, Action Area Plan Etc.
4. Theories of Settlement Systems in Regional Context -Spatial Models of Location, Size and Spacing of Settlements; Rank Size Rule; Central Place Theory; Loschian Theory; Cumulative Causation Theory; Theory Periphery Model; Growth Poles and Centres; Gravity Model; Classification of Settlements.
5. Other alternative approaches to planning - Action planning and its applications in Indian context.
6. Brief overview of techniques - Urban Economics Analysis (Economic base, input-output, shift share, etc.) - Population studies and forecasting, Land use allocation models, (Lowry/gravity/LP), Planning norms and standards.

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❖ **Suggested Readings:**

1. Planning Theory, Healey P., Pergamon Press
 2. Planning Theory, Allmendinger Philip, Palgrave MacMillan
- Aims and objectives of physical planning. Levels of planning in India and their broad inter-relationships, components of settlements.*

(II). Natural Resource Management - RS-402

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

1. Introduction to Natural Resource Bases: Concept of resource, classification of natural resources. Factors influencing resource availability, distribution and uses. Interrelationships among different types of natural resources. Ecological, social and economic dimension of resource management Natural resources and development.
2. Forest resources: Forest vegetation, status and distribution, contribution as resource .Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on forest and tribal people, Forest products. Developing and developed world strategies for Forestry. Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case-studies. Fish and other marine resources: Production, status, dependence on fish resource, unsustainable harvesting, issues and challenges for resource supply, new prospects.
3. Land resources: Land as a resource. Dry land, land use classification, land use planning and desertification. Land resource management and major issues. Water resources: Use and over-utilization of surface and ground water, drought, conflicts over water, dams-benefits and problems. Water ecology and management. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
4. Approaches in Resource Management: Ecological approach; economic approach; ethnological approach; implications of the approaches; integrated resource management strategies.
5. Poverty and implications in resource management in developing countries - poverty in developing countries, causes and link with resources scarcity and poverty. Resource Management Paradigms: Resource management the evolution and history of resource management paradigms. Resource conflicts: Resource extraction, access and control system.

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❖ Suggested Readings:

1. Francois Ramade 1984. Ecology of Natural Resources. John Wiley & Sons Ltd.
2. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

(III). Agricultural Marketing: 403

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

The course on agricultural marketing is designed to achieve the clear understanding of agricultural market structure, market functionaries, marketing channels for different agricultural products, market integration and market efficiency. This course also covers price policy, the role of Government in agricultural marketing, cooperative marketing and e-agricultural marketing.

1. Agricultural Marketing: Concepts and Definition, Scope and subject matter, Market and Marketing: Meaning, Definitions, Components of a market, Classification. Market structure, Marketing structure, Market functionaries or agencies, Marketing channels: Meaning, Definition, Channels for different products. Market integration, Types of Market Integration. Marketing efficiency: Meaning, Definition, Marketing costs, Margins and price spread, Factors affecting the cost of marketing, Reasons for higher marketing costs of farm commodities, Ways of reducing marketing costs.
2. Producer's surplus: Meaning, Types of producers surplus, marketable surplus. Marketed surplus, importance, Factors affecting Marketable surplus; Price Characteristics of agricultural product process, Meaning; Need for Agricultural Price Policy. Risk in Marketing: Meaning and importance, Types of Risk in Marketing. Speculations and Hedging, Futures trading, Contract farming.
3. Problems of Agricultural Marketing, Role of Government in Agricultural Marketing, Remedial Measures, Regulated markets – definitions, features, functions and progress, Cooperative marketing – meaning, structure, functions and progress; Farmers Producers Organizations (FPOs) – meaning, structure, functions and progress; E- agricultural marketing.

Suggested Readings

Acharya S. S. & Agarwal N. L.: 'Agricultural Marketing in India', Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi

(IV). Philosophy of Social Sciences and Indian Knowledge System: 404

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

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Course Description:
This course introduces students to the philosophical foundations of the social sciences and critically examines the nature of knowledge, objectivity, methodology, ethics, and interpretation in sociological inquiry. The course engages with classical and contemporary debates on positivism, interpretivism, critical theory, postmodernism, decoloniality, and reflexivity. It also critically explores Indian Knowledge Systems (IKS) as alternative epistemological traditions, examining their philosophical foundations, sociological relevance, and contemporary debates surrounding indigeneity, nationalism, caste, gender, ecology, and decolonization of knowledge. The course aims to develop critical and reflective sociological thinking by situating social science knowledge within historical, political, and civilizational contexts.

Course Objectives

1. To introduce the philosophical foundations and methodological debates in social sciences.

2. To critically examine concepts of knowledge, truth, objectivity, interpretation, and power.
3. To familiarize students with major epistemological traditions in sociology and critically engage with Indian Knowledge Systems and debates on decolonization of knowledge.
4. To develop reflexive and critical approaches toward research and knowledge production.

After completion of the course, students will be able to:

1. Understand major philosophical approaches in social sciences and sociology.
2. Critically analyze epistemological and methodological debates in sociological inquiry.
3. Examine the relationship between knowledge, power, ideology, and social structures.
4. Evaluate Indian Knowledge Systems from sociological and critical perspectives.
5. Develop reflective and interdisciplinary approaches to social research and theory.

Unit I: Introduction to Philosophy of Social Sciences

- a) Nature and Scope of Social Sciences: Science, Objectivity, Reflexivity, and Interpretation
- b) Origins of Modern Science and Scientific Rationality: Enlightenment, Reason, Empiricism, Positivism, and the Rise of Modernity
- c) Epistemology and Ontology in Social Sciences: Reality, Truth, Knowledge, Subjectivity, Objectivity, and Causality
- d) Cartesian Dualism and Mind-Body Problem; Francis Bacon – Scientific method and empiricism; John Locke – Empiricism and human understanding;

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David Hume – Skepticism, causality, and empiricism;
Auguste Comte – Positivism and hierarchy of sciences

e) Deleuze, Critique of Reason, and Conditions of Knowledge;
Immanuel Kant – Synthetic a priori knowledge, critique of reason, subject-object relation, and limits of knowledge, Interpretive and Hermeneutic Traditions

Unit II Scientific Method and Philosophy of Science

a) Scientific Method and Philosophy of Science:

Karl Popper – Falsification, critique of positivism, and scientific rationality;

b) Thomas Kuhn – Paradigm shifts, scientific revolutions, and structure of scientific knowledge

c) Karl Marx – Historical materialism, ideology, and critique of positivism

d) Interpretive and Hermeneutic Traditions:

Wilhelm Dilthey – Human sciences and lived experience;

Max Weber – Verstehen, social action, and interpretive sociology;

Alfred Schutz – Phenomenology and intersubjectivity

e) Sociology of Knowledge and Knowledge-Power Relations:

Karl Mannheim – Sociology of knowledge and ideology;

Michel Foucault – Discourse, power/knowledge, and genealogy

Unit III: Indian Knowledge Systems: Philosophical and Sociological Perspectives

a) Understanding Indian Knowledge Systems: Tradition, Knowledge, Culture, and Civilizational Discourses

b) Classical Indian Philosophical Traditions: Nyaya, Buddhism, Jainism, Vedanta, Lokayata/Charvaka, and Bhakti Traditions

c) Contributions of Indian Thinkers to Social Thought: B. R. Ambedkar, Mahatma Gandhi, Rabindranath Tagore, Jyotirao Phule, Periyar E. V. Ramasamy, Pandita Ramabai, Sri Aurobindo

Unit IV: Decolonization, and Contemporary Knowledge Debates

a) Colonialism, Knowledge Production, and Epistemic Violence

b) Dalit, Feminist, Tribal, and Subaltern Critiques of Knowledge Systems

(V). Data Analysis and Computer Application: RS - 405

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

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Course Description:

This course contains various methods to analysis the data through MS Excel. The idea of algorithm and flowchart is also included which is a foundation to write any computer programme. This course also contains the concept of machine learning and artificial intelligence.

Course Objectives:

To help the students to get the basic idea about data analysis through computer application. The students will learn algorithm and flowchart to write a computer programme. The students will get the basic knowledge of machine learning and artificial intelligence.

Course Outcomes:

After completion of the course, students will be able to do the data analysis to extract valuable information from the data. They will get the basic knowledge of algorithm and flowchart which will help them in future to learn computer programme. The students will get to the idea of machine learning, recommender system, artificial intelligence.

Syllabus**Unit I: Data Analysis using MS Excel**

Various diagrams, Central tendency, Dispersion, Correlation, Regression, t-test, Time series.

Unit II: Algorithm and Flowchart

Problem solving through Algorithm and Flowchart and Pseudocode.

Unit III: Introduction to machine learning and artificial intelligence

Different types of learning, examples, Recommender systems, artificial intelligence.

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❖ **MRS- Semester -II (Exist with PG Diploma)**

(I). Statistical Techniques for Rural Studies: RS-406

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks:100 (End Semester: 80 and Internal: 20)

Course Description:

This course contains various statistical techniques – Linear regression, time series analysis, index numbers and testing of hypothesis which are important for rural studies.

Course Objectives:

To help the students to get the basic idea about linear regression technique and time series analysis. The students can acquire the knowledge about index numbers which are critical statistical tools in economics. The students can get to learn the technique of hypothesis testing to decide which conjecture is more likely to be rejected regarding a data study.

Course Outcomes:

After completion of the course, students will be able handle bivariate dataset with regression analysis. They can analysis time series data. The students can interpret various scenarios using the index numbers. The students will be able to take decision regarding the rejection or non-rejection of a hypothesis based on the given data using the testing of hypothesis technique.

Syllabus

Unit I:Linear regression

Definition and assumptions, concept of R^2 , concept of multiple linear regression

Unit II:Time series analysis

Components of a time series model, additive and multiplicative model, trend, moving average, method of least squares

Unit III: Index numbers

Price Index numbers – Laspeyres price indexnumber and Paasche price index numbers.

Unit IV:Testing of hypothesis

Concept of statistical hypothesis, null and alternative hypothesis, simple and composite hypothesis, test statistics, critical region, level of significance, type-I and type-II error, power of a test, Z-test, t-test.

References:

1. Fundamentals of Mathematical Statistics - SC Gupta, VK Kapoor
2. Fundamentals of Applied Statistics - SC Gupta, VK Kapoor
3. Fundamentals of Statistics -Vol I and II – Gun, Gupta, Dasgupta

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(II). Gender and Development: RS-407

Level: PG

Credits: 04

Course Type: Theory

Course Duration: One Semester

Total Marks: 100(End Semester: 80 and Internal: 20)

Course Description:

This course introduces students to the interdisciplinary field of Gender Studies by examining gender as a social, cultural, political, and historical construct. It critically engages with feminist theories, gendered power relations, intersectionality, labour, governance, law, sexuality, and contemporary debates on identity and justice. The course particularly emphasizes Indian feminist perspectives alongside global feminist discourses, enabling students to understand the relationship between gender, caste, class, religion, technology, and state structures. The course also familiarizes students with feminist methodologies and critical approaches to knowledge production and social transformation.

Course Objectives:

1. To introduce the key concepts, perspectives, and analyse issues related to gender, labour, and governance debates in Gender Studies and
2. To critically examine gender inequalities and intersectional forms of marginalization.
3. To understand major feminist theories and contemporary gender debates in global and Indian contexts.
4. To aware students about several women and gender related legislation.

Course Outcomes:

After completion of the course, students will be able to:

1. Understand major concepts and theoretical approaches in Gender Studies.
2. Critically analyze structures of patriarchy, exclusion, and gendered inequalities.
3. Examine gender issues through intersectional and sociological perspectives.
4. Apply feminist approaches in research, policy analysis, and social understanding.

Course Structure:

Unit I: Conceptual Understanding

- a) Gender, Sex, Sexuality, Masculinity, Femininity, Patriarchy, and Social Construction of Gender
- b) Gender Roles, Gender Identity, Gender Socialization, and Intersectionality: Caste, Class, Tribe, Religion, Disability, and Sexuality
- c) Women's Studies to Gender Studies: Emergence, Scope, and Contemporary Debates

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- d) Waves of Feminism and Feminist Perspectives : Liberal, Marxist, Radical, Socialist, Postcolonial, Dalit, Black, Ecofeminism, and Queer Perspectives

Unit II Feminist Theories

- a) Major Feminist Thinkers: Mary Wollstonecraft; Simone de Beauvoir; Betty Friedan; Judith Butler; Kimberlé Crenshaw
- b) Indian Feminist Thinkers: Veena Das (Violence, gender, and everyday life); Nivedita Menon (Gender, sexuality, and politics); Uma Chakravarti (Brahmanical patriarchy); Sharmila Rege (Dalit feminism and caste-gender intersections); Kalpana Kannabiran (Human rights and gender justice); Kamla Bhasin (Patriarchy and gender sensitization) ; Shailaja Paik (Dalit feminist epistemology and Double Discrimination) ; Gopal Guru (Dalit discourse and gender critique)
- c) Feminist Epistemology and Standpoint Theory: Knowledge, Power, and Critique of Positivism
- d) Feminist Research Methodology: Ethics, Reflexivity, Positionality, and Intersectional Approaches

- e) Contemporary Debates in Gender Studies: Postmodernism, Posthumanism, Transgender Politics, and Decolonial Feminism

Unit III Gender and Development

- a) Gender and Development: WID, WAD, GAD, Empowerment Approaches, and Gender Mainstreaming
- b) Gender and Labour: Productive and Reproductive Labour, Paid and Unpaid Work, Care Economy, and Feminization of Labour
- c) Gender, Technology, and Digital Society: Digital Divide, Surveillance, Artificial Intelligence, Platform Economy, and Online Violence
- d) Gender Development Indicators: Gender budgeting, Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI).

Unit IV Representation, Equity and Gender Justice

- a) Constitutional and Legal Provisions in India: Equality, Rights, Personal Laws, Labour Laws, and Gender Justice, Women Reservation, Representation, Panchayati Raj, Leadership
- b) Violence, Crime, and Gendered Vulnerability: Domestic Violence, Sexual Harassment, Human Trafficking, Cyber Violence, and Child Abuse; Sexual Harassment at Workplace Act, 2013 – Legal protection, International Conventions and Legislation Related to Women's Rights.
- c) Hindu Marriage Act, Triple Talaq, National Committees and Commissions for Women, Domestic Violence and Dowry Prohibition Act, Indecent Representation of Women (Prohibition) Act, 1986.
- d) LGBTQIA+ Rights, Identity Politics, Masculinity Studies, and Contemporary Debates on Citizenship and Inclusion

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(III). Sustainable Development: Theories and Approaches : 408

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

Course Description:

This course critically examines the concept of sustainable development by engaging with its historical evolution, theoretical foundations, ideological debates, and contemporary global challenges. The course interrogates dominant development paradigms and explores alternative approaches emerging from ecological, feminist, postcolonial, indigenous, Marxist, Indian and Global South perspectives. It aims to provide students with analytical tools to evaluate sustainability discourses, environmental governance, climate politics, and developmental policies in local and global contexts. The course emphasizes critical thinking, interdisciplinary understanding, and policy engagement through theoretical discussions and empirical case studies.

Course Objectives:

The course aims to:

- 1. Introduce students to the historical evolution and conceptual foundations of sustainable development.*
- 2. Critically analyze major theories and paradigms of development and sustainability.*
- 3. Examine the relationship between environment, economy, society, and power structures.*
- 4. Explore alternative and critical perspectives including ecofeminism, social ecology, degrowth, and indigenous approaches.*
- 5. Understand contemporary issues such as climate change, environmental justice, green economy, and sustainability governance.*
- 6. Develop students' analytical and research skills in evaluating sustainability policies and practices.*

Course Outcomes:

After completion of the course, students will be able to:

- 1. Explain major theories and approaches related to sustainable development.*
- 2. Critically evaluate dominant development models and sustainability discourses.*
- 3. Analyze environmental and developmental issues using interdisciplinary perspectives.*
- 4. Understand the political, economic, and social dimensions of sustainability debates.*
- 5. Assess policy frameworks related to sustainable development at local, national, and global levels.*

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6. *Conduct critical academic discussions and research on sustainability-related themes.*

Course Structure

Unit I: Conceptual Foundations of Sustainable Development

- a) Meaning, scope, and evolution of sustainable development
- b) Concept: Development, Environment, Climate Change, Sustainability
- c) Sustainability: The Brundtland Report and its critiques, ecological, economic, and social dimensions
- d) Major Conventions on Sustainable Development; Millenium Development Goals; Sustainable Development Goals
- e) Ecological Footprint; Human Development Index; Environmental Performance Index, Anthropocene and planetary crisis

Unit 2: Critical Ecological Perspectives

- a) Ecofeminism (Vandana Shiva, Bina Agarwal etc.)
- b) Marx's concept of Metabolic Rift (John Belemy Foster, Kohei Saito)
- c) Social Ecology - R.K. Mukherjee, Murray Bookchin, RamachandraGuha, BrunoLatour
- d) Degrowth and post-development (Serge Latouche; André Gorz; Arturo Escobar; Naomi Klein)
- e) Treadmill Production Theory (Allan Schnaiberg; Kenneth A. Gould; David N. Pellow)

Unit 3 : Environmental Politics, Policy and Climate Governance

- a) Global Commons; Tragedy of Global Commons; Common Heritage of Mankind; Global environmental governance; United Nations climate frameworks
- b) Paris Agreement, COP summits and climate negotiations; Carbon economy and green capitalism; Climate justice and North-South divide
- c) Environmental Legislations and provisions in India (5th schedule, PESA Act 1996, Environmental Protection Act 1986, Ramsar sites, Ex situ - In situ Conservation etc.)
- d) Environmental movements in India and abroad
- e) Tribal Ecological Knowledge Systems

Unit 4: Sustainable Transitions, Waste Management, and Green Technologies

- a) Energy Crisis
- b) Different approaches to Sustainable Development (Status Quo, Community Capacity Building, Human Development, Integrated Systems, Green Accounts Approach etc.)

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- c) Pollution and Waste management
- d) Green and Converging Technologies; Digitalization, technology, and green transitions

(IV). Quantitative and qualitative Research Methods: 409

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

The course on research methods aims to provide necessary knowledge to students to understand the concept of research, quantitative and qualitative research, various research design, various methods of data collection. The course also covers participatory research methods – PRA / PLA.

Unit I-Source of data -

Primary and Secondary, Electronic and documentary, Method of data collection (including Participatory Method); ii). Secondary data sources and Indian official statistics; iii). Census Survey method; iv). Small and large Survey method - Social, Economic and Ethnographic.;

Unit II- Rural Research:

Nature, Meaning, Importance, Scope. Quantitative and Qualitative research, Action research and Experimental Survey method; Concept, Hypothesis, Sampling and Research Design, Techniques of Data Collection: Questionnaire, Interview Schedule, Observation, Survey and Case study.

Unit III- Participatory Research:

Oral history and Visual Research; Social Mapping, Vulnerability Mapping;

Unit IV- Participatory Research Methods-

Participatory Rural Appraisal (PRA), Rapid appraisal method;

References:

Kumar, Ranjit: 'Research Methodology', Sage Publications India Ltd. New Delhi.

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(V). Labour Economics: RS-410

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

The syllabus of laboureconomics is designed to provide necessary knowledge to students to understand the concept, nature and scope of labour economics, supply and demand of labour, labour market and wage determination. The syllabus also covers wage theories, wage policies, social securities, labour union, labour legislation and labour administration.

1. LABOUR ECONOMICS-I-. Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development;
2. LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security: Labour Productivity;
3. TRADE UNIONISM, LABOUR MOVEMENT- Organisation of Labour: Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement;
4. LABOUR LEGISLATION- Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation;
5. LABOUR ADMINISTRATION- Labour Relations; Labour Problems, Perspective and Policy:

References:

1. Sapsford David: 'Labour Market Economics', George Allen & Unwin Ltd. London
2. Joshi, M. V.: "Labour Economics and Labour Problems, Atlantic, New Delhi

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❖ MRS -Semester II (Continue for PG)

(I). Statistical Techniques for Rural Studies: RS-406

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks:100 (End Semester: 80 and Internal: 20)

Course Description:

This course contains various statistical techniques – Linear regression, time series analysis, index numbers and testing of hypothesis which are important for rural studies.

Course Objectives:

To help the students to get the basic idea about linear regression technique and time series analysis. The students can acquire the knowledge about index numbers which are critical statistical tools in economics. The students can get to learn the technique of hypothesis testing to decide which conjecture is more likely to be rejected regarding a data study.

Course Outcomes:

After completion of the course, students will be able handle bivariate dataset with regression analysis. They can analysis time series data. The students can interpret various scenarios using the index numbers. The students will be able to take decision regarding the rejection or non-rejection of a hypothesis based on the given data using the testing of hypothesis technique.

Syllabus

Unit I:Linear regression

Definition and assumptions, concept of R^2 , concept of multiple linear regression

Unit II:Time series analysis

Components of a time series model, additive and multiplicative model, trend, moving average, method of least squares

Unit III: Index numbers

Price Index numbers – Laspeyres price indexnumber and Paasche price index numbers.

Unit IV:Testing of hypothesis

Concept of statistical hypothesis, null and alternative hypothesis, simple and composite hypothesis, test statistics, critical region, level of significance, type-I and type-II error, power of a test, Z-test, t-test.

References:

1. Fundamentals of Mathematical Statistics - SC Gupta, VK Kapoor
2. Fundamentals of Applied Statistics - SC Gupta, VK Kapoor
3. Fundamentals of Statistics -Vol I and II – Gun, Gupta, Dasgupta

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(I). Gender Studies - RS-501:

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

Course Description:

This course introduces students to the interdisciplinary field of Gender Studies by examining gender as a social, cultural, political, and historical construct. It critically engages with feminist theories, gendered power relations, intersectionality, labour, governance, law, sexuality, and contemporary debates on identity and justice. The course particularly emphasizes Indian feminist perspectives alongside global feminist discourses, enabling students to understand the relationship between gender, caste, class, religion, technology, and state structures. The course also familiarizes students with feminist methodologies and critical approaches to knowledge production and social transformation.

Course Objectives

1. To introduce the key concepts, perspectives, and analyse issues related to gender, labour, and governance debates in Gender Studies and
2. To critically examine gender inequalities and intersectional forms of marginalization.
3. To understand major feminist theories and contemporary gender debates in global and Indian contexts.
4. To aware students about several women and gender related legislation.

Course Outcomes

After completion of the course, students will be able to:

1. Understand major concepts and theoretical approaches in Gender Studies.
2. Critically analyze structures of patriarchy, exclusion, and gendered inequalities.
3. Examine gender issues through intersectional and sociological perspectives.
4. Apply feminist approaches in research, policy analysis, and social understanding.

Course Structure

Unit I: Conceptual Understanding

- a) Gender, Sex, Sexuality, Masculinity, Femininity, Patriarchy, and Social Construction of Gender
- b) Gender Roles, Gender Identity, Gender Socialization, and Intersectionality: Caste, Class, Tribe, Religion, Disability, and Sexuality
- c) Women's Studies to Gender Studies: Emergence, Scope, and Contemporary Debates
- d) Waves of Feminism and Feminist Perspectives: Liberal, Marxist, Radical, Socialist, Postcolonial, Dalit, Black, Ecofeminism, and Queer Perspectives

Unit II Feminist Theories

- a) Major Feminist Thinkers: Mary Wollstonecraft; Simone de Beauvoir; Betty Friedan; Judith Butler; Kimberlé Crenshaw

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b) Indian Feminist Thinkers: Veena Das (Violence, gender, and everyday life); Nivedita Menon (Gender, sexuality, and politics); Uma Chakravarti (Brahmanical patriarchy); Sharmila Rege (Dalit feminism and caste-gender intersections); Kalpana Kannabiran (Human rights and gender justice); Kamla Bhasin (Patriarchy and gender sensitization); Shailaja Paik (Dalit feminist epistemology and Double Discrimination); Gopal Guru (Dalit discourse and gender critique)

c) Feminist Epistemology and Standpoint Theory: Knowledge, Power, and Critique of Positivism

d) Feminist Research Methodology: Ethics, Reflexivity, Positionality, and Intersectional Approaches

e) Contemporary Debates in Gender Studies: Postmodernism, Posthumanism, Transgender Politics, and Decolonial Feminism

Unit III Gender and Development

a) Gender and Development: WID, WAD, GAD, Empowerment Approaches, and Gender Mainstreaming

b) Gender and Labour: Productive and Reproductive Labour, Paid and Unpaid Work, Care Economy, and Feminization of Labour

c) Gender, Technology, and Digital Society: Digital Divide, Surveillance, Artificial Intelligence, Platform Economy, and Online Violence

d) Gender Development Indicators: Gender budgeting, Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI).

Unit IV Representation, Equity and Gender Justice

a) Constitutional and Legal Provisions in India: Equality, Rights, Personal Laws, Labour Laws, and Gender Justice; Women Reservation, Representation, Panchayati Raj, Leadership

b) Violence, Crime, and Gendered Vulnerability: Domestic Violence, Sexual Harassment, Human Trafficking, Cyber Violence, and Child Abuse; Sexual Harassment at Workplace Act, 2013 – Legal protection, International Conventions and Legislation Related to Women's Rights.

c) Hindu Marriage Act, Triple Talaq, National Committees and Commissions for Women, Domestic Violence and Dowry Prohibition Act, Indecent Representation of Women (Prohibition) Act, 1986.

d) LGBTQIA+ Rights, Identity Politics, Masculinity Studies, and Contemporary Debates on Citizenship and Inclusion

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(III). Sustainable Development and Practices: 502

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

Course Description:

This course critically examines the concept of sustainable development by engaging with its historical evolution, theoretical foundations, ideological debates, and contemporary global challenges. The course interrogates dominant development paradigms and explores alternative approaches emerging from ecological, feminist, postcolonial, indigenous, Marxist, Indian and Global South perspectives. It aims to provide students with analytical tools to evaluate sustainability discourses, environmental governance, climate politics, and developmental policies in local and global contexts. The course emphasizes critical thinking, interdisciplinary understanding, and policy engagement through theoretical discussions and empirical case studies.

Course Objectives:

The course aims to:

1. Introduce students to the historical evolution and conceptual foundations of sustainable development.
2. Critically analyze major theories and paradigms of development and sustainability.
3. Examine the relationship between environment, economy, society, and power structures.
4. Explore alternative and critical perspectives including ecofeminism, social ecology, degrowth, and indigenous approaches.
5. Understand contemporary issues such as climate change, environmental justice, green economy, and sustainability governance.
6. Develop students' analytical and research skills in evaluating sustainability policies and practices.

Course Outcomes:

After completion of the course, students will be able to:

1. Explain major theories and approaches related to sustainable development.
2. Critically evaluate dominant development models and sustainability discourses.
3. Analyze environmental and developmental issues using interdisciplinary perspectives.
4. Understand the political, economic, and social dimensions of sustainability debates.
5. Assess policy frameworks related to sustainable development at local, national, and global levels.
6. Conduct critical academic discussions and research on sustainability-related themes.

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Unit I: Conceptual Foundations of Sustainable Development

- a) Meaning, scope, and evolution of sustainable development
- b) Concept: Development, Environment, Climate Change, Sustainability
- c) Sustainability: The Brundtland Report and its critiques, ecological, economic, and social dimensions
- d) Major Conventions on Sustainable Development; Millenium Development Goals; Sustainable Development Goals
- e) Ecological Footprint; Human Development Index; Environmental Performance Index, Anthropocene and planetary crisis

Unit 2: Critical Ecological Perspectives

- a) Ecofeminism (Vandana Shiva, Bina Agarwal etc.)
- b) Marx's concept of Metabolic Rift (John Belemy Foster, Kohei Saito)
- c) Social Ecology - R.K. Mukherjee, Murray Bookchin, Ramachandra Guha, Bruno Latour
- d) Degrowth and post-development (Serge Latouche; André Gorz; Arturo Escobar; Naomi Klein)
- e) Treadmill Production Theory (Allan Schnaiberg; Kenneth A. Gould; David N. Pellow)

Unit 3: Environmental Politics, Policy and Climate Governance

- a) Global Commons; Tragedy of Global Commons; Common Heritage of Mankind; Global environmental governance; United Nations climate frameworks
- b) Paris Agreement, COP summits and climate negotiations; Carbon economy and green capitalism; Climate justice and North-South divide
- c) Environmental Legislations and provisions in India (5th schedule, PESA Act 1996, Environmental Protection Act 1986, Ramsar sites, Ex situ - In situ Conservation etc.)
- d) Environmental movements in India and abroad
- e) Tribal Ecological Knowledge Systems

Unit 4: Sustainable Transitions, Waste Management, and Green Technologies

- a) Energy Crisis
- b) Different approaches to Sustainable Development (Status Quo, Community Capacity Building, Human Development, Integrated Systems, Green Accounts Approach etc.)
- c) Pollution and Waste management
- d) Green and Converging Technologies; Digitalization, technology, and green transitions

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(IV). Research Methodology - RS-503:

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

The course on research methods aims to provide necessary knowledge to students to understand the concept of research, quantitative and qualitative research, various research design, various methods of data collection. The course also covers participatory research methods – PRA / PLA.

- 1) **Source of data:** Primary and Secondary, Electronic and documentary, Method of data collection (including Participatory Method), Secondary data sources and Indian official statistics; Census Survey method; Small and large Survey method – Social, Economic and Ethnographic.
- 2) **Rural Research:** Nature, Meaning, Importance, Scope. Quantitative and Qualitative research, Action research and Experimental Survey method; Concept, Hypothesis, Sampling and Research Design, Techniques of Data Collection: Questionnaire, Interview Schedule, Observation, Survey and Case study.
- 3) **Participatory Research:** Oral history and Visual Research; Social Mapping;; Vulnerability Mapping;
- 4) **Participatory Research Methods:** Participatory Rural Appraisal (PRA), Rapid appraisal method; Network Scheduling by PERT & CPM, Projective Techniques.

References:

Kumar, Ranjit: 'Research Methodology', Sage Publications India Ltd. New Delhi

(V). Rural Labour studies - RS-504:

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

The syllabus of rural labour studies is designed to provide necessary knowledge to students to understand the concept, nature and scope of labour economics, supply and demand of labour, labour market and wage determination. The syllabus also covers wage theories, wage policies, social securities, labour union, labour legislation and labour administration.

- 1) **LABOUR ECONOMICS-I.** Nature, scope and development of Labour Economics, Labour Force and Labour Market; Employment and Unemployment; Labour in Economic Development;
- 2) **LABOUR ECONOMICS-II--Labour Wage and Social Security--Regulation of Wage; Wage Policy; Social Security: Labour Productivity;**

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3) TRADE UNIONISM, LABOUR MOVEMENT- Organisation of Labour: Role and Function; Structure and Government; Union Finance: Problems and perspective of Trade Union; Labour Movement; Foreign Labour Movement:

4) LABOUR LEGISLATION-Labour Legislation; Normative Labour Legislation; Wage Legislation; Social Security and Welfare Legislation:

5) LABOUR ADMINISTRATION-Labour Relations; Labour Problems, Perspective and Policy:

References:

1. Sapsford David: 'Labour Market Economics', George Allen & Unwin Ltd. London

2. Joshi, M. V.: "Labour Economics and Labour Problems, Atlantic, New Delhi

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❖ MRS-- Semester III

(I). Rural Economic Development: RS-505

Course Type: Theory

Course Duration: One Semester

Credits: 04

Total Marks: 100 (End Semester: 80 and
Internal: 20)

The syllabus of rural economic development aims to generate knowledge and skill among students to understand the concept of economic growth and development to analyze the development problems of rural areas. The course also covers different theories of economic growth and development.

1. The concept of development, transition from quantitative to qualitative indices. Growth and Development - Synonymy to disjunction. Characteristics of modern economic growth - its unequal spread and global disparities. Common characteristics and dissimilarities among developing countries. Theory values of Development, Assessing development - from per capita income to PQLI, Choice and access, HDI, Seers' criteria. Approaches to development theory - as a continuum (nonspecific theories) and distinct Body of knowledge.
2. Survey of non-specific theories. Classical, new - classical, Schumpeter, Marxian. Growth models - Harrod and Domar; Neo-classical growth models - Solow and Meade, Mrs. Joan Robinson's growth model; Growth models of Kaldor and Pasinetti, two-sector model of Ujawa;
3. Technical progress of Hicks, Harrod; Divergence and Convergence of Growth. Endogenous Growth Models - (a) Endogenous Growth with human capital formation - one sector model. (b) Endogenous growth with technological change. (c) Barro's endogenous growth with government spending. (d) Endogenous growth with natural or conservation capital, Overlapping Generations Model, Survey of specific developing thought from Rosenstein-Rodan to missing components, capital - centred theoretical constructs, aid and technology- centered formulations, stage theory, institutional focus, and dualistic explanations, (particulars - emphasis on Nurkse, Myrdal, Rostow and Hirschman).
4. Structuralist approaches and dependency theory (Frank); Recent theoretical advances (Hettne, Buchanan, Olson).
5. Changing perceptions of the State's role impact of the crisis in the command economics and the altered international order on the State's role. Emergence of the New Political Economy. Stress on smaller governments and the drive towards privatization.

References:

1. Thirlwal, A. P. 'Growth & Development', Palgrave Macmillan, New York.
2. Jhingan, M. L. 'The Economics of Development and Planning', Vrinda Publications (P) Ltd. Delhi

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(II). Advanced Statistical Techniques for Rural Studies: RS – 506

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks:100 (End Semester: 80 and Internal: 20)

Course Description:

This course contains some advanced statistical techniques – Analysis of variance, Design of Experiment and Sample survey which are very important to study the data regarding rural studies. This course also includes various growth models with application in animal science.

Course Objectives:

To help the students to get the basic idea about Analysis of variance, Design of Experiment. The students can get the knowledge about some advanced methods used in sample survey. The students will learn how to deal with various growth models.

Course Outcomes:

After completion of the course, students will be able to handle various data related to rural studies using analysis of variance and design of experiment techniques. They will be able to apply advanced sample survey methods on data study. The students will be able to apply various growth models in animal science and other relevant fields.

Syllabus

Unit -I: Analysis of variance

Concept, definition and assumptions, One-way analysis of variance

Unit – II: Design of Experiment

Basic principles, completely randomised design, Randomized block design, Latin square design etc.

Unit – III: Sample survey

Probability proportional to size sampling scheme.

Unit – IV: Growth Models

The Gompertz model, the Logistic model and Von-Bertalanffy model, Application in Animal Science.

References:

1. Fundamentals of Applied Statistics -Vol II – Gun, Gupta, Dasgupta
 2. Sampling Techniques - William G. Cochran
- Das P, Paul AK, Paul RK – “Non-linear mixed effect models for estimation of growth parameters in goats” - *Journal of the Indian Society of Agricultural Statistics*. 2016; 70 (3):205-210.

(III). Public Choice for Rural Studies: RS-507

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

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This course is designed to give students idea of political and social choice of human being in their diverse interactions in different form of Governance under market economy. The idea developed through this course would help students to analyse and design development perspectives of rural economies -under the different constraints put forth by different form of governance.

1. Introduction – Politics and Economics (Smith Vs Aristotle-plato-socrates);
Paretian concept, Bergsonian and Arrow Choice & Impossibility Theorem;
Theorems on Welfare Economics, Coase Theorem and Pigou Tax – ,
Ref--Advanced Economic Theory – Ahuja – ch-48-54

Dennis Mueller-Public Choice Theory- Ch-2

Microeconomics -Gravelle and Rees-ch-17

A course in Microeconomic Theory-David M. Kreps-Ch-5-p-156-181

On Social Choice theory-Arrow-ch-2,3,5

2. Public choice in direct democracy --The choice of voting rule; Majority rule
decision Majority Rule-Positive and Normative Properties; Simple alternative to
Majority rule

Dennis Mueller-Public Choice--Ch – 4-9

3. Public choice in a representative democracy-Federalism; Two Party
Competition-Deterministic and Probabilistic; Multiparty systems; The paradox of
voting.

Dennis Mueller-Public Choice--Ch-10-14

4. Democracy and Dictatorship- Rent seeking; Bureaucracy; Legislatures and
bureaucracies; Dictatorship.

Dennis Mueller-Public Choice--Ch-15-18

5. Applications, testing- and contribution-of Public Choice in the study of
Politics-

Political competition and macroeconomic performance,

Dennis Mueller-Public Choice--Ch-19 & 28

RURAL FINANCIAL MANAGEMENT: RS-508

Course Type: Theory

Credits: 04

Course Duration: One Semester

Total Marks: 100 (End Semester: 80 and Internal: 20)

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The aim of the syllabus of rural financial management is to equip students with the knowledge of financial management: concept, scope, objectives and its roles in contemporary business environment. The syllabus also provides knowledge about financial market structure - primary market and secondary market and financial decision - investment decision and its evaluation criteria.

Unit I-. Basics of Financial Management –

Introduction to Financial Management; Financial Process; Scope of Financial Management in Rural areas; Goals of the firm; Objectives of Financial Management in Contemporary Business Environment; Management of Working Capital; Budget and Budgetary Control; Dividend Decisions.

Unit II-: Financial Markets-

Meaning and structure of Financial Market; Money Market ;Capital Market; Foreign Exchange Market; Classification of Financial Institutions; Role of Primary and Secondary Market in Rural Development; Stock Exchange; Constitution; Control and Functions of Stock Exchange (Sensex; Nifty); Role of Stock Exchange in Rural Development; Listing of Securities; Different Types of Financial Instruments in India.

Unit III-: Investment Decisions –

Time Value of Money; Techniques for Adjusting various Interest Factors; Cash Flow for Investment Analysis; Present Value Discounting; Future Value Compounding ; Investment decisions: Its Need and Importance; Investment Evaluation Criteria –PW; FW; IRR; CBA of an Agricultural Investment Project; Depreciation Analysis- Causes; Methods- SL and DBM Method; Risk Return Analysis.

(V). Political Sociology: 509

Course Type: Theory
Credits: 04

Course Duration: One Semester
Total Marks: 100 (End Semester: 80 and Internal: 20)

Course Description

This course introduces students to the major concepts, theories, and contemporary debates in political sociology with special reference to India and the Global South. The course critically examines the relationship between state, power, politics, and society through classical and contemporary sociological perspectives. It explores political institutions, democracy, citizenship, nationalism, identity politics, social movements, caste, class, gender, and globalization in relation to political processes. The syllabus encourages students to critically engage with both Western political sociological traditions and Indian sociological contributions to understand the changing nature of politics in contemporary societies.

Course Objectives

The course aims to:

1. Introduce students to foundational concepts and theories in political sociology.

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2. Analyze the relationship between society, state, power, and political institutions.
3. Critically examine democracy, citizenship, nationalism, and political participation.
4. Explore the role of caste, class, gender, ethnicity, and religion in political processes in India.
5. Understand contemporary political transformations including globalization, media politics, and identity-based mobilization.
6. Develop critical analytical skills for interpreting political phenomena sociologically.

Course Outcomes

After completion of the course, students will be able to:

1. Explain major theoretical perspectives in political sociology.
2. Critically analyze political institutions and processes sociologically.
3. Understand the intersections of caste, class, gender, religion, and ethnicity with politics in India.
4. Examine political participation, social movements, and democratic processes critically.
5. Evaluate contemporary transformations in governance, nationalism, and globalization.
6. Conduct independent sociological analysis of political issues and public policies.

COURSE STRUCTURE

Unit I: Foundations of Political Sociology

- a) Politics, Political Modernization, Power, Authority, and Legitimacy
- b) State, Nation-State, Nationalism, Citizenship, Civil Society, Bureaucracy, and Domination, Political Parties, Leadership, Political Participation, and Social Movements
- c) Classical Theories of the State and Social Contract: Thomas Hobbes, John Locke, Jean-Jacques Rousseau
- d) Ancient and Classical Political Thought: Kautilya in comparison with Plato, Aristotle, and Niccolò Machiavelli

Unit II: Theories of State, Power and Democracy

- a) Sociology of Power and Domination: Karl Marx, Max Weber, Talcott Parsons, and Michel Foucault
- b) Critical Theories of State and Hegemony: Antonio Gramsci, Michael Hardt and Antonio Negri, Giorgio Agamben, and the Ralph Miliband-Nicos Poulantzas debate on the capitalist state
- c) Elite Theories and Democratic Power Structures: Vilfredo Pareto, Gaetano Mosca, Robert Michels, and C. Wright Mills

Unit III Indian Political Thought and Contemporary Political Processes

- a) Modern Indian Political Thought: Nationalism, Liberalism, Hindutva, Social Justice, and Democracy in India (Syed Ahmad Khan, Rabindranath Tagore, M. K. Gandhi, B. R. Ambedkar, Jawaharlal Nehru, and V.D. Savarkar)

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- b) State, Democracy, and Citizenship in Contemporary India: Secularism, Constitutionalism, Nationalism, and Identity Politics
- c) Surveillance, Technology, and Digital Governance: Biopolitics, Data Politics, Algorithmic Governance, and Digital Citizenship
- d) Public Sphere, Social Media, Propaganda, Political Polarization, and Digital Nationalism
- e) Gender and Political Participation: Feminist Politics, Representation, Intersectionality, and Queer Politics

Unit IV Political Processes and Social Cleavages in India

- a) Indian Democracy and Constitutional Governance: Constitution, Major Amendments, Panchayati Raj, and Local Governance
- b) Caste, Class, Tribe, and Religion in Indian Politics: Social Exclusion, Representation, Reservation, and Social Justice Movements
- c) Making of India's Democracy Human Rights, Civil Society, NGOs, Environmental Justice, and Democratic Resistance
- d) Overview of Indian Polity: Constitution and Important amendments, Panchayati Raj and local governance
- e) Contemporary Challenges to Indian Democracy: Neoliberalism, Majoritarianism, Populism, Communalism, and Regionalism

Readings:

Bottomore, T. B. (1979). *Political Sociology*. London: Hutchinson.

Lukes, Steven. (2005). *Power: A Radical View* (2nd ed.). London: Palgrave Macmillan.

Gramsci, Antonio. (1971). *Selections from the Prison Notebooks*. Edited and translated by Quintin Hoare and Geoffrey Nowell Smith. New York: International Publishers.

Foucault, Michel. (1977). *Discipline and Punish: The Birth of the Prison*. New York: Pantheon Books.

Habermas, Jürgen. (1989). *The Structural Transformation of the Public Sphere*. Cambridge: Polity Press.

Ambedkar, B. R. (2014). *Annihilation of Caste*. New Delhi: Navayana.

Kothari, Rajni. (1970). *Politics in India*. New Delhi: Orient Longman.

Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Bombay: Asia Publishing House.

Béteille, André. (1991). *Society and Politics in India: Essays in a Comparative Perspective*. London: Athlone Press.

Tagore, Rabindranath. (1917). *Nationalism*. London: Macmillan.

Anderson, Benedict. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Revised ed.). London: Verso.

Bauman, Zygmunt. (2000). *Liquid Modernity*. Cambridge: Polity Press.

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❖ MRS -Semester IV

Field Based dissertation, One Month Internship, Project work and Extension Education: RS 510

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|----|---|-----------|
| 1. | Field Based Dissertation | 8 Credits |
| 2. | One Month Internship | 4 Credits |
| 3. | Project Work | 4 Credits |
| 4. | Extension Education for Rural Development | 4 Credits |

(Practical and Weekly one day visit to rural areas)

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